Mutual Intelligibility, Development and Interference challenges of Non-Media Workers

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Abstract
*This study examined staff's proficiency in English language and training benefits from the broadcasting station. The meeting was recorded and raw data were collected for prosodic analysis, using linguistic synthesizer frequency for assimilation elision and harmony. Tree branches analysis was used to analyse phrases and word captioned. Finding revealed Interference of mother tongue, consonant and vowel sounds, accents, intonation, and co -articulation of assimilation (asphaesis and syncopation), harmony and elision in speech. Little effect of staff development training was observed on some of the administrative (non- broadcasting) staff of the television station. The staff should avoid assimilation and elision of sound at meetings to achieve harmony and mutual int*elligibility in communicating maximally.

Keywords: Pronunciation, Co-articulation, Elision, Interference, Syncopation.

Introduction

Language use varies according to user's level of proficiency vis-a vis the acceptable standard within the precinct of the native speaker's intuitive knowledge prerogative. For non-native speakers, using another language sometimes pose serious challenges, especially in a multilingual, multicultural society like Nigeria. Thus, proficiency is a "serious business" Language is culture-determined as a potent marker of cultural identity. In as much as pronunciation is a marker of ethno-culture identity, language makes a people. The use of English language by non-native speakers has been a big problem, especially the pronunciation. In Nigeria with over 400 indigenous languages, users have always had a lot to grapple with in terms of competence and performance.

The three dominant languages Yoruba, Igbo and Hausa have been the people mother tongue in which they have the best facilities for communication. English an official language and domesticated, has brought about landslide disruption to the linguistic repertoire and psyche of most users of English language in Nigeria, the educated elites notwithstanding. One of such challenges is the incongruity in pronunciation of English sound and words in speech production. Pronunciation of English sound and words are generally sometimes inconsistent, this according to Daniel Jones (2011) is because the spelling of English is unreliable as a guide to pronunciation. This and other factors may lead to interference occurrence. The supra- segmental features of English sounds like assimilation, elision, syncopation and aphaesis occur in speech of some non-native speakers' English Utterances.

English as an international language EIL, also known as English as a Lingua Franca ELF has been serving a means of intercultural communication among speakers' from different first language background (Jennifer Jenkins 2000). Jenkins observed that since majority of the world English speakers are non-natives, it is estimated that about two billion, non-native speakers use English, so much so that the native speaker also realise that the linguistic form in ELF and the skills to use in ELF communication are different from what they already knew or had in their linguistic repertoire or repository of knowledge e.g. the's' case in the third person singular and pluralization of information versus a piece of information.

The interplay between the Received Pronunciation RP, General American GA versions and perhaps the Universal Received Pronunciation U-RP has been a case for debate in pronunciation for intelligible speech. One can observe that depending on the interlocutors, the accent becomes a useful tool for meaningful speech (Jenkins 2000), even as accommodation is not often left out. The accent locates the interlocutors but could also reveal interference episodes which the native speakers also experience. If all the above indicators are flashed for the native speaker, then the non-native speakers and second language learners have a lot to contend with in terms of mutual intelligibility. In effect, the politics of pronunciation for intelligibility sometimes can become unimaginably very costly or deadly as the case may be.

In the Old Testament, the book of Judges, Chapter 12 verse 6 of the Holy Bible recorded instances of Vendetta Killings of forty-two thousand (42.000) Ephramites, a tribe in Israel who were smitten at the passage of Jordan by the Gileadite's for not being able to pronounce the word Shib-boleth. It was recoded thus in Fasanmi (2019)

> *"Then said unto him. Say now Shib-boleth, And he said Sibbo-teth> sibbol-leth for he cannot frame to pronounced it Sibbo-leth. Right then they took him and slew him at the Passage of Jordan: and thereby fell at the time of the Ephra-im-ities forty and two thousand pg294 (KJV)".*

The differences in the sound within the first syllable of the word used as a checklist for identification was the English obstruent consonant, the voiceless palate-alveola fricative /ʃ in the word shiboboleth -VPAF and the voiceless coronal alveola fricative/s/(VAF).

In retrospect, in the 1960's during the Nigerians civil war, some Nigeria's from the Eastern part of Nigeria were killed for not being able to pronounce the word 'TORO' (a Yoruba word for 3 peace coin). This was for ethnic identification as security to checkmate the Biafrans led by the late Lt. Odumegwu Ojukwu (rtd) of the Nigeria Armed Forces, sensation intention, from coming to fruition (Fasanmi, 2009). The southern Nigeria have some ethnic groups that use the (VAF) instead of the voiceless Palato-Aiyeola (VPAF) agitation from Nigeria (SU:).

Currently, year 2021 the IPOB and Odu (Youba nation) self determined or heatedly on-going cultural and ethnic identity. In view of all these, if linguistic accommodation is considered as a tool for mutual intelligibility, among interlocutors. The interlace or interface of linguistic features like phonotactic constraints in syllabification, tone, assimilation, elision interference phenomena remain the ESI, speakers' challenges, Linguistic skills, practice and theories put in place for proficiency for and mastery are the golfer's master strokes in the hands of the wordsmith : the linguist.

Mother Tongue, Phonotactic Constraints and Interference

English language has 24 consonants, 12 pure vowels and 8 diphthongs also called glides. The fact that some of the sounds are not in Nigeria language alphabetic systems is a strong factor for transfer or interference. Even where a sound like /p/ plosive stops [-VBPS] occurs in Yoruba language or any other African language,quite interesting the articulation in English varies linkups prosodies to sound segments. Example: /p/ as phonological representation can also become an aspirated /p/ lateralised P, unreleased P and so on. Also sound /k/ can become labialized [kw] in the word queen [kwi:n]. In quality and in faulty pronunciation can be realized as [koliti] instead of [kw?liti]. The non aspiration of k in [keik] instead of [k'eik] is a case of in interference. Also,[k] spread throughout the word [keik] and the last sound k is assimilated. The same for [kwin] where the first /k/ spreads to assimilate /n/ in [kwin]. Cases of interference of bilinguals cut across different languages. It is the phonotactic constraints of each language that spell out what can be combined or removed from spellings and pronunciation.

Max R. Freeman, Henrike k. Blumenfield and Victoria Marian in their study of English and Spanish bilinguals observed that phonotactic constrains can differ across languages and at initial stages of learning. Thus, became a stumbling block in you age proficiency for a second language initial stages of learning. This happens especially when the phonology of the second language does not align with or is not present in the second language (native language). In their study, they explored whether there is cross linguistic activation in the bilinguals to establish if learners activated phonotactic constraints in their non-target language (Spanish). The researchers employed acoustic analysis for the Spanish-English bilinguals to find instance of cross-linguistic phonological activation and representation in the words pronounced. Prosodic analysis showed cases of epenthesis (+vowel) in the word stable, e-stable, e-study respectively. This phonological constraint is not allowed in English whereas Spanish language accommodates the insertion of 'e' before these two words in Spanish language.

They were able to establish that during spoken language, comprehension, auditory input activates the two languages of bilinguals at the same level, based on their phonological representations. Also, with the examples above, they were able to established that bilinguals access phonotactic constraints of their language during target language processing, thus bringing about the epenthetic 'e' in estable and estudy given above that is permissible in Spanish. This notion was transferred to enrich language.

Consequently, phonotactic constraints can have + or – inclusion or exclusion of sound segments or other distinctive features as in epenthetic 'e' is estuary and examples above. There maybe epenthetic vowels as in between two consonant sounds [kru???] or assimilation of sound or complete elision of sound segment [?] as in forks and knives [f^ks nd naivz]. For a non-native speakers of English language, the issue of comprehension, or oral-aural proficiency is a great challenge, i.e understanding of the functions of sound segments in speech connection making the auditory processing of an utterance vis-a vis what is spoken or pronounced easy.

Fasanmi (2010) citing Chromsky who theorized the link between competence and performance, makes clarification on mutual intelligibility (i.e speaking and listening) that while proficiency is needed in peaking and in pronunciation, proficiency in the auditory interpretation and decoding of correct sound segments and prosodic features are also important. In a practical demonstration, a recording that went internet viral on pronunciation of the words "Yanny" and "Laurel" became an interesting drill for linguists to decipher, while the researchers listened. It was discovered that the word 'Yanny' was pronounced but after numerous listening, some perceived the word Laurel embedded therein. The human ear can be described as the best auditory sound detector. Thus, after the group analyzed the sound, result revealed there were two recordings, the word "Yanny" recording was on a hyper frequency, while the word "Laurel" was on a lower frequency. They attributed age of the listener concerning the acoustic output of the word "Yanny" as the auditory imprint of a person with a youthful hearing ability. The actual word recorded was "Laurel".

From the point of view of a non-native speakers of English, the possible outcomes of those words may vary. Example 'Yanny' can be interpreted by a Yoruba speaker (West African) who is not familiar with European names to say 'Yanu' while 'Y' is articulated as [j] a palatal alveola fricative in English, a Yoruba speaker sees it as 'Yanu' means "open your mouth" derived from 'La' or ya. Also, as 'yana 'ya ina "stoke the embers of the flame to keep warm". 'Yana' will be used in that context and not jana [j] 'jana' cut or disconnect the electricity current). The /j/ here is not a voalic vocoid in usage (phonetic) but used as [d?] a palato alveola affricate.

In the same vein, the word Laurel may be interpreted as Lawrence(a name) the closest, a non-native speaker of English will likely imagine if not used to BBC English or the Received pronunciation for [l? r$^{?}$l), or loro in Yoruba meaning "to have a word with someone". These are cases of interference where the features of the mother tongue are represented in the second language, English. For non-educated or even some literate speakers, there could be extraponential increase in mutilation of these two words 'Yanny' and 'Laurel' to a great extent

Thus, how does a native speaker of English react to a Ghanaian saying " I will serve a pasta [pæsta to pæsta]. [ai will s?:rv ? pæsta tu mai paistæ]. Pasta a food and Pastor a human being. The intuition of the native speaker of an indigenous language is fully equipped with the competence, confidence and facilities that propel a landslide performance almost at all times. This is as a

result of the psychological preparedness and readiness to harness all the resources available in the mother tongue that is indigenous to the speaker. They are the swift master strokes of a skillful golfer who focuses and does not allow a mis at his target. The word choice, atmosphere for articulation, accent, tones (or intonation as in the case of English language phonotactic syllabification and other linguistic and communicative materials are all at his disposal. However, when it is necessary to use a second language, the psycholopical preparedness start to waver and frantic efforts are visible, The L^2 speakers at this point are often referred to as "sweating buckets" Fasanmi, 2009.

For non-native speakers of the English language the supra segmental features are considered unnecessary as long as they are intelligible, thus stress intonation patterns consonant clusters rhyme, rhythms and other attitudinal inflections are almost non-existent for them. The tones of the indigenous languages like Yoruba, Igbo and Hausa in Western Africa are ready replacements for intonation and other features.

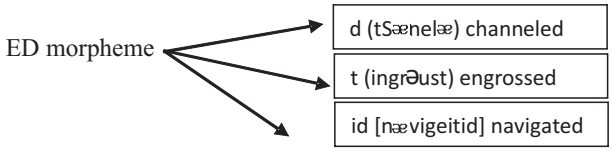
The dialects of non-native speakers also affect pronunciation of some second language users. Infact, the hurdles to be scaled and surmounted are better imagined, that sometimes such dialects have to be tamed for an English pronunciation or utterance to be meaningful or intelligible to the interlocutors. It is an incontrovertible truth that most people think in their mother tongue, and dissolve the content of their speech into their perceived English language utterances.

The grammar of English language is quite unique in its arrangement and structure perhaps that may explain why American English Amy maintains the grammatical structures of the But 'E' especially Concord (agreement) subject-verb agreement, while other components like semantic (meaning), lexis and styles differ. The syntactic structure remain almost intact, while the British tenses are retained, they only provide alternative considered equally acceptable. For meanings and spellings, some English words have American variants of the same words, meaning the same thing.

Illustrations and Intuition.

- Intuition is the instinctive knowledge of an individual. Most second English language learners have problems with tenses which is easily detected by a native speaker especially when reporting a conversation. Users are likely to mix the tenses and words as reporting progresses.

For example, the word 'supposed' having 'd' an allormorph (past tense morpheme) is often not properly pronounced based on the right allophonic properties that it shares with its linguistic environment of past tense.

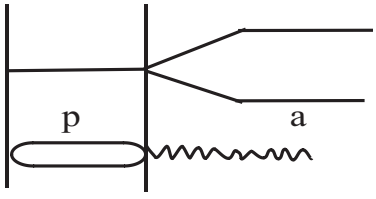


The word 'supposed' takes the 't' allophone because of the word 'd' to become [s?p.?uz.t]. The /u/ sound which is realized as a weak /?/-[s?'p?uz:t] was realized wrongly [?] [s?pos] leaving out the allophone 't' that denotes the word as a past tense morpheme.

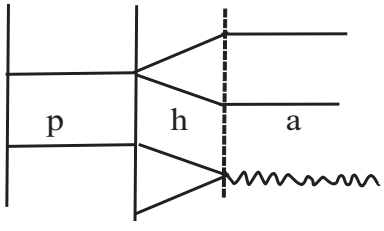
Diphthongs or glides are not usually neither articulated by some speakers in Nigeria neither do they articulate aspiration as they use the following sounds (p, t, k) example as in [p`ɪ̈ t?], [p`?s?n?l] [t`eip] [k`iip] [k`eg] etc.

Below are the examples of the difference in the air passage when aspiration is taking place and when it is not.

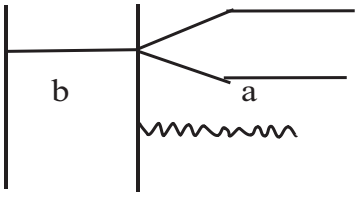
The VOT- Voice Onset Timing is shown



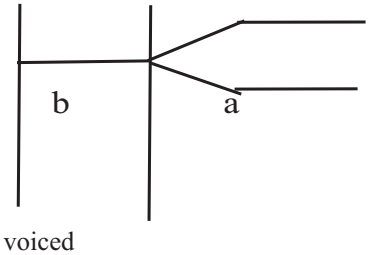
(a) Unaspirated



(b) Aspirated



(c) Unaspirated



(d) fully voiced

The +-matrix for the palato-alvela affricaties [t?] [d?]- [+del rel (air is forced out] [+del rel – labial – back – nabal –continuant + strident] – [lateral –spread glottis- anterior + coronal]

The qualities of these two sounds shown above requires delayed release and sudden burst release which is not common in Nigeria languages. Another challenge of L_2 speakers include: inability to properly articulate another obstruents that produce 'buzz' sounds eg the spirant fricatives also known as taubulent obstruents f v ? ? s ? ? ? /f/ as in [feiv?] but replace /f/ with /v/ and where /v/ is required as in venture [v?nt??], they use /f/ palato alveola /ts/ and the schwa /?/ pose a lot of challenges to some Yoruba speakers of English Language. The Eastern part of Nigeria is not spared of the problems of pronunciation of English sounds. Apart from the heavy Igbo accent that

accompanies their utterances because of the underlying mother tongue interference, some sounds are also badly pronounced e.g. diphthong [?i] added to l (lateral to become [?il], is pronounced as [?iyel] thereby turning the lateral /l/ to a glottalized /l/.

The Northern Nigeria is worse as nearly all sounds pronounced are accompanied with an intervening [i] sound as in [? grik?lt??] is pronounced as [? girik?s?].

Most Nigerians replace the interdental /Oð/ with coronal /d/ e.g instead of [? i:nk], alveola /t/ replaces /? / voiceless interdental [VID]ð while voiced interdental [VID as in there [ði?] is replaced with /d/, a voiced alveola plosive (VAP).

In Transformational Generative Phonology, also known as Systematic Phonetics, Chomsky and Morris Halle as indicated in their book, The sound pattern of English 1968:in

Dairo Lekan(2003), cited in Oyeleye and Olateju (2003) explain the rules that makes some syllabic nasals and laterals crystallize into meaningful sounds in utterances of English language utterances. These sounds become the nucleus or centres of syllables anytime they are used at the final position.

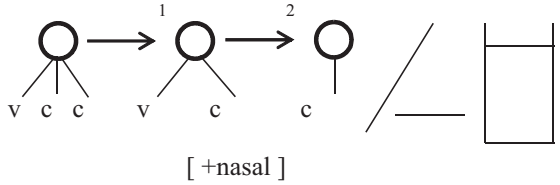
They become syllabic the phonotactic syllabification of English words indicates that there must be a centre or a nucleus within a syllable structure hence, we have a syllables like /æs / / /?:/ /ð? /

However, where a syllabic vowel occurs, a semi vowel occupies the centre/nucleus position of prominence: Also a lateral /?/ or nasal /n/ takes on the position of a centre or nucleus as expressed thus /n/ in sudden [s?dn] and /?/ in [lid]. They are syllabic. Other examples that are possible are butten [b?tn], student [stju:dǒnt] 2 syllables having /j/ (syllabic vocoid and /n/ a nasal all occurring at the word [b?tn] final position.

For a learner or L_2 speaker, this can pose pronunciation interference problems because the rule in Yoruba language or any other African language does not have such as indicated in Dairo (2002). The syllabic rules as indicated in Dairo is shown below:

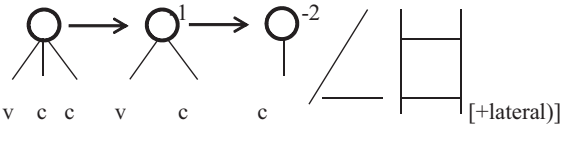
The syllabic rules as indicated in Dairo is shown below:

(i)



[+nasal]

(ii) +Lateral → [syllabic in word final and after a consonant]



Consonant Cluster of English without the intervening vowels in a syllabic during utterance is a challenge for some Yoruba users of English as noticeable in the speech of some BCOS staff at the meeting, despite that most of them are graduates and few having masters degree. The underlying mother tongue interference was noticeable in their utterances.

The word /lit? leaves the two syllables /li/ /tl/ which for a non – native speakers to become [tul] or [tu] [litu].To this end, consonant clusters pose serious challenge to some L_2 speakers of English Language.

These two prominent linguists, Trubetzkoy and a proponent of Theory of Distinctive Features Oppositions and Jacobson who also developed Theory of Distinctive features opine that the distinctiveness of sounds like /p/ and /b/ whose phonetic features differ, e.s voiceless and voiced respectively, differentiate the two sounds, Trubetzkoy explains the aspiration feature in thai language [$p^{h]}$ and /p/ that is not aspirated. While Trubetzkoy identified phonological properties of sounds, Jacobson only developed theory to predict such opposition, i.e (features that differentiate sounds).

Trubetzkoy gave phonological analysis of phonetic contrasts e.g /t/ and /d/ and also how these contrasts can have different structures in different languages, depending on how the system of such languages are made cases of English aspirated [t'] as in [t`eip] and palatalized /p/ in [pju:] are good examples when cases a non – native speaker is using the second language, the features of the MT inhibit or facilitate the smoothness or otherwise articulation of the speaker, because of differences and contrast in the structure of the two languages in contact. This is the reason most Nigerian users of English open their mouth so wide to articulate a sound that requires side lips rocks. They pronounce based on the G distinctive alphabets strung together (morphemes). They cannot see justification for the past tense morpheme as morphophonemic i.e morpheme to be represented as follows /t/, /id/ and /d/ explained earlier.

The Supra Segmental Features

Accent in pronunciation can be linked with individual or groups identity. For instance, it is a common belief that the pronunciation with the Queens accent is the ideal while other variants are limited to ethnicity or race. The BBC is known to have promoted the Queen's accent in broadcasting. Other nations of the world strive to reach the target irrespective of the distance from the native speakers' environment, among other factors.it is believed that the queens accent crystal is not seen as official or a matter of convention but as a mark social stratification.

Accent according to Crystal 1971 is the general phenomenon and totality of the phonetic and phonological features, voice quality and other idiosyncratic features. While there may be interference about distinctive features, the supra segmental features that determine a lot like, meaning, intelligibility are also great challenge to non – native speakers or ESL learners,

It is interesting to note that even native speakers of English face challenges when they want to use their language, especially when the language is used to address simultaneous heterogeneous audience and unless, the skill is practised, proficiency is hindered. In the words of Late Larry King, Talking is like playing golf, driving a car, or owning a store- the more you do it the better you get at it and the more fun you have doing it. But you have to understand the fundamentals first".

He trustfully exposed his weakness as a rookie radio and television broadcasting, as a presenter:He truthfully but her nervously burst out saying:

> "Good morning. This is my first day ever *on the radio. I've always wanted to be on the air. I've been practicing all weekend. Fifteen minutes ago they gave me new name. I've had a theme song ready to play. But my mouth is dry. I'm nervous, and the general manager just kicked open the door and said, 'This is a communication business" pp23.*

Of course he got over this and for a long time, Larry King show has been widely accepted all over the world. He got over the first perspiratory first timer experience. He became a sweating bucket'

If a native speaker can come up with this declaration, then non native speaker, especially Africans and Asians are likely to have more challenges. Chomsky identified this as the gap between competence and performance. A lot of factors can hinder performance despite competence of the first language speaker:

The accents associated with different countries and individuals vary and this is noticeable in staff's uttereances. Sometimes it is easy to know the nationalities and ethnic back ground of speakers speaking for understanding and to be understood is a serious business sometimes, between native speakers and non-native speakers, or even between native speakers. Thus, Cedric M.Kenny (2006) observed that the power of spoken English is a potent tool for instructors and professional speakers however one should not assume to know it all. He opined that the truth is that only a few native speakers of Enlish need to practise for them to keep their speech polished.

Most second language speakers are not close to Queen's accent of English language. The accents are either laden with their native language tonal accents or at worst, on may think that they are actually speaking their mother tongue when they pronounce English sounds or words. It is noteworthy that every variety of English has its own spacio-cultural feature (Kumar Dasi 1982). This to a large extent definitely affect articulation and production of English sounds and utterances of some L_2 speakers.

Classification of Data

SN	SOUND	EXPECTED PERFORMANCE	GLOSS	MOTHER TONGUE (YORUBA)
1.	/S/	[Z] [?fiz?rz]	officers	[S] available in MT replaced
		[Ofis?rz]		[Z] not in MT
2.	/SK/	Skt [æskt]	asked(t)	[sxd]-
	[t] allophone			?xed a tree not a man
	For past tense ED morpheme			/X/ not in MT
3.	/v/	[V] [Veik?nsiz]	vacances	[f] available in MT not /V/
		[di'v?l?p	develop	[v] not available in in MT
4.	/θ/	[θ] [θri:]	three, youth	O not available, replaced with t in tree
		[O?:t]	thought	/t?t/
5.	/ð/	d[? ð?^{r}]	other	[ð] not available and replaced with /d/
6.	/ts/	?[b?ets]	batch	/ts/ not in mT
				Replaced with /s/ in bash
7.	?	[b? t]	but	/?/ not in mT
				Replaced with /?/ bot
8.	/h/	h?[? s][?s] weak form	For us /h/ eperithetic /h/	For horse intrusive h? glottal in connected speech.
9.	/ei/	ei[steit]	state	ei-dipthong /ei/ not in mT
10.	/?:/	/?:/ [p?: s$^{?}$n'el]	/serve/ serve /p?:s?n?l/ personnel	/?:/ and /?/ not present in MT
11	/ʔ/	/rait/	right /r/	/L/ consonant harmony replaced /r/

Interference, Elision and Spreading of Assimilation on Words and Phrases.

While Anna (2018) observed that assimilation and elision repletes in the speeches of the staff during their 18th Statutory Meeting of the staff of CHMS in Mountain top University (MTU) Lagos. Our findings showed interference assimilation and elision.

However, the difference is that our research system university is expected to employ staff with basic qualification that includes English language certificate which qualifies than to working the citated of knowledge despite that result still showed intereference in English language. Recorded were staff that are not in the University environment but working in an environment where facilities for improvement exist for staff development. They interact with broadcasters, dramatists, artisans, technocrats, cinematographers etc who can be a source of aspiration and models to them.

Data collection

Coarticulation, Assimilation and Elision Spreadings

1. Conducting on –Gerund phrase
2. Going on-verbal phrase
3. In house training-adjectival norminal phrase
4. Twenty-two-compounding and noun phrase
5. Personal training-adjective noun phrase
6. Job satisfaction- noun phrase
7. The corporation – noun phrase
8. Workshop – noun phrase
9. Staff strength – norminal (adjectival)
10. Asking us- Gerund phrase.

Data Anaysis

1. /twent? +ti/ ⟶ /t[w]e[n]titu

-VAP - VAP

The voiceless alveola plosive (-VAP) /t/ assimilates totally with /i/ a front vowel. This takes place at the final position of the first word/twentî/ this brought about complete obliteration of the two sounds /tî/ rendering the word twenty + tu to become twentu twen [tî] tụ.

2. /kŏnd? kti? + ?v/ ⟶ /K?nd?[K] i[n]?-v/

The voiceless bilabial velar [-VBV] spreads throughout the two words thereby having / k?nd?[k]t[i] [n] ?/kondint?/. The Central Vowel /? / was replaced with /?/ a short back vowel.

3. /g?ui?+? n/ ⟶ /g?[?]în?/+?/

+VBV +VBV

The +VBV spreads throughout the first word /g?ui ŋ/ to the first sound of the second word /?n/ resulting in the word being articulated as [goi[ŋ] ?:]. The voiced front vowel /u/ is not included in the articulation of /??/ as a diphthong.

4. /ð?+k?p?reis/ ⟶ /dik? poeisn]/

+VDF +VAP Sn

The voiced dental fricative /ð/ spreads to K and in the process it was articulated as a voiced alveola plosive [+VAP] absorbing K up to the last sound n voiced alveola nasal (+VAN). The Diphthong /ei/ was reduced to [e] without any glide and / ɐɐ/ The last /?/ was inserted to replace schwa /?/ to become /dikopres?n/voiced vowel/ schwa /?/ was completely elided. This brought about a difference and confusion in meaning as the word corporation (an establishment) was replaced with the cooperation, meaning (agreement).Also, consonant harmony of /ʔ/ replacing /r/ occured in the word right what becomes {lait}- light.

5. /d? ? b + sætisfæk sn ⟶ /d??[b]sati[s]fæ[k]/

+VPAF +VPAF

The voiced palato alveola affricate /d?/ assimilates into /s/ in the next word thereby spreading to the end of the two words. The result is [j?sa'tifa:sn] Josatifason.
The voiced palato alveola spreads and assimilates into /s/ and /a/ while/t/ and /d/ are elided completely.

6. [sta:f + stre?kO} ⟶ / sta:[fs] s [t][?][e][t]

- VAF - VAF

The voiceless alceola fricative /S/ spreads throughout the two words 'staff' and 'strength'. The two sound [fs] were completely elided /str/. The voiced retroflex /r/ was elided as well as the voice alveola nasal /n/. Thus the words become [sta:stet]. The sounds /sta/. assimilates into /st/ in strength.

7. /inhaus + treini ŋ/ ⟶ i?aus[t] e[n]i[ŋ]

+FV +FV

The voiced front vowel [î] spreads throughout the word in hause training [î] assimilates into the dispothg /au/ up to /e/ and î while /u/ /?/ /t/ the last /?/ were completely elided to render the word into /î ause in/ i austein

8. /w? k.sdp +?n/ ⟶ w?:[k]s?[p]?:[n]/

+VBA +VBA

The voiced biblabial approximate /w/ spreads throughout the two words workshop and on the voicesless velar plosive /k/ was completely elided and voiced central vowel /?:/ was replaced with the tense vowel /?:/ a voiceless bilabical plosive /p/ was elided as the sounds /w/ assimilates into leaving the voiced alveola rasal (+VAN) completely elided in 'on' /?n/.

Hence, we have /w?:??:? instead of workshop on (a phrase)

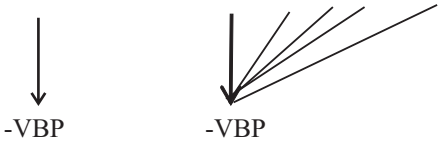
9. k?nd? k, tî? +?n ⟶ / k?nd?[k] tɐ[?] ?[ŋ]

-VVP - VVP

The voiceless velar plosive /k/ spreads up to the last voiced bilabid nasal vowel /?/. Spreading is progressive, halting intermittently at /?,d,?/ all through to /k/ which is

totally elided, spreading is progressive up to î, leaving /?/ elided. This also affected /?/ which makes the last /n/ to be completely elided. The word become [k?nd?tî?] - cond?tio.

10. [p?s?n?ltrein ɳ] → p?s[n]et[r]e[î][n]i[?]



The voiceless bilabial plosive /p/ spreads up to the next word training. This shows elision of /n/ /r/ /ɐ/ /n/ and /?/ voiced alveola retrofilex /?/ voiced alveola nasal and voiced velar nasal /?/

5.0 Conclusion and Recommendations

5.1 Conclusion

From the foregoing, this paper investigated the speeches of the non broadcasting staff of Broadcasting Corporation of Nigeria, BCOS during their unit meeting. The researchers used Chomskyean and Halles Theory of Transfer that revealed various interference phenomena in their utterances. Also, Auto Segmental Phonology Theory revealed perseveratory assimilation, syncopation and aphaeresis which repleted in the speeches of staff. Some expressions were almost mispronounced to the extent of lack of mutual intelligibility in word classes for expressions and choice of words. Ethnic dialects also contributed some pronunciation interference also in some cases.

Recommendation

The researchers therefore recommend that the affected staff be drilled on pronunciation exercises while in service trainings and seminars be conducted for them in the language laboratory. This is very vital as they reach simultaneous heterogeneous audience through their corporation, either through physical programming or through Telematics (digital audio-visual Terminals and other internet outlets).

This will reduce the instances of co articulation of assimilations, elisions, linguistic and communicative interference. The British Broadcasting Corporation, BBC, according to Catherine Sengster opined that the corporation has the responsibility to upload standard pronunciation. Also with the broadband internet connections, the staff can access different foreign TV Stations and Radio programmes and documentaries where models of pronunciation patterns in line with the Received Pronunciation (RP) or Nigerian Standard English pronunciation operate. These could boast the individual staff and the corporations confidence and competence. "Speak like a master wordsmith to persuade and to influence". Refine your speech and develop confidence". (Cedric M. Kenny) also recommend same

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